

Rockingham Junior and Infant School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2023 academic year) to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
Number of pupils in school	309
Proportion (%) of pupil premium eligible pupils	84
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3
Date this statement was published	November 2022
Date on which it will be reviewed	November 2023
Statement authorised by	Louise Greenwood Headteacher
Pupil premium lead	Chloe Darby Class teacher
Governor / Trustee lead	Tony Trueman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,570
Recovery premium funding allocation this academic year	£12,035
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year	£125,605

Part A: Pupil premium strategy plan

Statement of intent

At Rockingham Junior and Infant School we have designed a curriculum that ensures a profound primary experience for all our Pupils. This is underpinned by a spiritual, moral, social and cultural education that encourages personal growth and a development of core British Values in our children. Our curriculum engages and enthuses them through first hand-experiences. It is well planned to build knowledge and skills in a continuous and progressive way.

At Rockingham we maintain a relentless and rigorous focus on raising standards through the learning skills curriculum which is also explicitly taught, so that these skills can be applied to gain knowledge and understanding across a wide range of subjects.

Our schools operate the same creative and vibrant, cross-curricular approach which aims to give every child the opportunity to fulfil their potential. First-hand experiences are fundamental to our Cultural Offer and this defines the high expectations we have within our planning; ensuring connections that are coherent and manageable are made across the primary curriculum.

We want all our children to experience residentials, school visits and have the experience of visitors into school. We know that our children learn best through first hand experiences and we aim for all of our learners to have the best opportunities possible. Our strategy for pupil premium allows for these opportunities to take place and enables us to plan for opportunities linked to our cultural offer.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set*
- act early to intervene at the point need is identified*
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve*

We know that the Covid pandemic has had an impact on the mental health of many of our pupils. We understand how important good mental health is on the general health of children and on their academic success. Our Pupil Premium Strategy aims to support our pupils in receiving timely support at the first signs of mental health challenges, in turn supporting their overall health and wellbeing, as well as academic achievement.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Internal and external (where available) assessments indicate that attainment among disadvantaged pupils is below that of non-disadvantaged pupils on entry. However we work towards closing the gap with latest Y6 data showing that PP children achieve in line with cohort as a whole. PP children 62% RWM combined compared to 55% for the year group.
2	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 1 % lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
3	It is clear that healthy lifestyles is an area for development. Most children are reluctant to join fitness clubs and make healthy lifestyle choices. This is an issue starting from our early year provision up to year 6.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with speech and language and/ or comprehension skills than their peers. This negatively impacts their development with oracy and as readers. This is evident with an increase in referrals to SALT and need for additional catch up interventions in phonics.
5	Our assessments (including pupil survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils. This notably increased after the pandemic, which has meant an increase in teacher referrals to agencies.
6	It is more evident this year that children are not having the same variety of experiences to broaden their knowledge about the world due to the cost of living crisis.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Our Oracy strategy aligns with our school improvement plan and we are developing confident, articulate learners Improved oral language skills, SEMH and behaviour among disadvantaged pupils through; Exposure to an extended three year programme to develop articulation of their thoughts and feelings, using emotion coaching, emotional literacy and restorative practice.	By 2024/25 all pupils can articulate their learning and manage their thoughts and emotions. • They are confident articulate learners • They are able to self-regulate • Relationships are strong and respect and empathy is evidenced • Behaviour incidents are reduced • Attendance improves for PA children
Improve speaking and language skills in the EYFS/ KS1.	By 2024/25: • All children with SALT difficulties will access the FLIP programme and show accelerated progress. • Children needing additional support with their phonics will access further intervention.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
Improved reading attainment among disadvantaged pupils. Phonics teaching is consistent and exceptional.	KS2 reading outcomes by 2024/25 show that more than 80% of disadvantaged pupils met the expected standard.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained higher attendance by 2023/2024 demonstrated by: • the overall absence rate for all pupils being no more than 3.6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being below 10% • and the figure among disadvantaged pupils being no more than 5 % lower than their peers.
To improve wider opportunities for all pupils, particularly our disadvantaged pupils. e.g residential, educational experiences.	A higher percentage of disadvantaged pupils attending residential or educational experiences by 2023/2024: • Deliver meetings for parents/carers with anxieties linked to residential. • Subsidise residential/ educational experiences for all pupil premium children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 32,052

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of Little Wandle Letters and Sounds to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils.	1,4
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance using White Rose resources.	Resources are provided to support the teaching of maths to develop progression and reasoning skills. Alongside this the resource provides training to upskill teachers inline with the national curriculum objectives.	1
Support within the arts through arts specialists to support learners skills development. To make this possible: • Purchase Chauranga subscription to support the teaching of music skills. • Specialist music tutor to develop progression of music skills. • Specialist dance tutor to develop progression of dance skills.	Specialised tuition for the Arts and the purchase of a music program of study 'Churanga' has enhanced the skills and confidence and provided additional opportunities alongside the curriculum to develop children's knowledge of the arts.	1, 6
Specialist teaching from sports HLTA teacher.	Specialised tuition for physical education has enhanced the skills and understanding of healthy lifestyles.	1,6

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 9,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
Numeracy Support for 1:1, 1:2 sessions to support Year 5 / 6 Children	We provide tuition for our children who need additional support and a bespoke program to ensure we identify gaps in learning and support with missed learning.	1
SALT support - FLIP intervention in EYFS.	We provide tuition for our children who need additional support and a bespoke SALT program. This ensures accelerated progress and addresses the children's individual needs.	1,4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 84,525

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated behaviour lead.	Working alongside parents to improve pupil attendance. Provide SEMH support to families and develop strategies within emotion coaching to allow the children to regulate their emotions. This has shown a significant decrease in lateness and pupil attendance.	2,5
Incentives for attendance.	Attendance breakfast awards have shown an increase in pupil attendance, parents are invited and support the initiative building positive relationships. Weekly attendance trophy promotes class attendance weekly. This is promoted in class with the weekly attendance graph and conversations between children and staff improve the attendance of pupils.	2,5

Purchase of 'My happy mind to support and promote positive mental health.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers). The program 'My Happy Mind' supports the development of approaches to positive mental health.	5
Delivering a nurture club and children spending time with the school therapy dog.	It has been proven that nurture groups assess learning and social and emotional needs and give help that is needed to remove the barriers to learning. Studies have found that being around animals can improve moods and decrease the feelings of anxiety and sadness as well as increasing physical activity. As a result, this supports the children with their mental wellbeing and enables them to progress in their learning.	5
Subsidising educational visits and experiences.	Due to the energy crisis and the increase of bills, parents are reluctant to fund school experiences such as residential. Subsidising the experiences means more disadvantaged children attend these experiences.	6

Total budgeted cost: £ 125,605

Part B: Review of the previous academic year

Pupil premium strategy outcomes

Aim	Outcome
Promote good levels of attendance.	21/22 attendance was 90.80% (target 96%) for disadvantaged pupils. This year to date attendance is 91.70% . We have seen an increase in holidays taken during term time. We do not authorise any holiday requests and if the absence meets FPN criteria, a FPN is requested. Letters go home and a new spreadsheet is used to track attendance and punctuality. At every step families are offered Early help support.
Promote high standards of academic outcome.	Year 6 SATs Data <u>Expected Standard</u> Reading - 79% of our school's Disadvantaged cohort achieved the expected standard in reading, 11 out of the 13 achieved this standard. Writing - 79% of our school's Disadvantaged cohort achieved the expected standard in writing. 11 out of the 13 achieved this standard. Maths - 62% of our school's Disadvantaged cohort achieved the expected standard in maths, 9 out of the 13 achieved this standard. <u>Higher Standard</u> Reading - 36% of your school's Disadvantaged cohort achieved the higher standard in reading. 5 out of 13 achieved this standard. Writing - 7% of your school's Disadvantaged cohort achieved the higher standard in writing. 1 out of the 13 achieved this standard. Maths - 23% of your school's Disadvantaged cohort achieved the higher standard in maths. 3 out of the 13 achieved this standard. Target areas for this year are increasing the progress of disadvantaged pupils in meeting expected standard in maths and higher standard in writing.
Support children with SEMH needs.	All children have completed module 2 RP training across school and this has impacted on children's ability to interact positively and make choices towards improving their own behaviours. Conference circles are logged on CPOMS as a strategy for unpicking events and developing pupil's accountability. WMIM offers parents workshops to compliment the work that

	they are doing in school with the children around sleep and transition. Early intervention, which is proactive, has enabled targeted work to be done to support pupils whose SEMH needs are significant or at risk of increasing. ELSA is embedded and has shown a positive impact on pupil's understanding of their own emotions. Nurture groups across key stages offer places for targeted support for children with specific needs. MIND counselling happens on a termly basis. The use of wider external services including EPS/ OT are also in place.
To improve wider opportunities for all pupils, particularly our disadvantaged pupils.	All pupils have access to a residential during the year: Northumberland (Y6), Stratford Upon Avon (Y5), Eyam (Y4) and Castleton (Y3) offering pupils opportunities to visit different localities to expand their opportunities. Our pupil voice shows evidence that these experiences are a highlight of their time at school. Throughout the year planned visits enhanced the curriculum offered: Space Centre, Viking Festival, South Yorkshire Butterfly House, Eden Camp, Yorkshire Wildlife Park. Our cultural offer ensures that pupils have a range of experience they may not otherwise have, future gazing and raising aspirations. These experiences include: visits to theatres, visits to places of worship, dance workshops, celebrations of festivals etc

